

## Peer Observation for Formative Assessment of Teaching

Faculty Member Observed \_\_Xinya Du\_\_\_\_ Rank \_\_Assistant Professor\_\_

Date of Observation \_\_\_\_9/30/2024\_\_\_\_ Course Observed \_\_\_\_ CS 6320 NLP \_\_\_\_

Type of Course (lecture, lab, etc.) \_\_\_\_\_Lecture\_\_\_\_\_

### Comments

#### Quality of the syllabus:

Clear and easy to follow

#### Quality of instruction:

##### Strengths and innovations

- Gave a great overview at the start of class to let the students know what would be covered and gave summaries after each section to review the main points of what was covered.
- Talked about the real world implications of the topics, like how it could be used to detect plagiarism and racial and religious biases that can come from the word embedding process.
- **Stopped for questions periodically (could be a bit more often, with specific questions to gage comprehension).**
- Also gave concrete examples like of the distributional word similarity, **asked students to identify the potential word meaning based on context to encourage class participation.**
- Did a great job **responding to student questions and asking them to think through some problems.**
- Talked about what would be covered in upcoming lectures and when, related to the topics he was covering.
- Provided references on the slides for key concepts
- Linked concepts covered in class to their previous homework and upcoming exam.
- Had them work through a problem in class and walked through questions.

##### Areas for improvement

- Dr Du did well encouraging participation, but could have done so more with more specific questions to gage learning.
- Could make the slide a bit more engaging, but that is minor, they were all clear and easy to follow which is more important than making them pretty.

## Example A

	<i>Not Applicable</i>	<i>Needs Improvement</i>	<i>Done Well</i>	<i>Truly Exemplary</i>
<b>CONTENT</b>				
1. Presented main ideas clearly	NA	NI	DW	TE
2. Clearly addressed relevancy of main ideas	NA	NI	DW	TE
3. Called for higher order thinking of students	NA	NI	DW	TE
4. Related ideas to students' prior knowledge	NA	NI	DW	TE
5. Provided definitions for new terms/concepts	NA	NI	DW	TE
6. Referred students to sources of credible information to deepen and/or broaden their knowledge of an idea	NA	NI	DW	TE
<b>ORGANIZATION</b>				
7. Was prepared for class	NA	NI	DW	TE
8. Connected content to previous classes	NA	NI	DW	TE
9. Stated organization/objectives	NA	NI	DW	TE
10. Used clear, effective transitions with summaries	NA	NI	DW	TE
11. Used instructional time well	NA	NI	DW	TE
<b>CLASSROOM INTERACTIONS</b>				
12. Facilitated students' active engagement/participation in learning	NA	NI	DW	TE
13. Used and responded to questions effectively	NA	NI	DW	TE
14. Showed awareness of different levels of students' knowledge	NA	NI	DW	TE
15. Had a good rapport/engagement with students	NA	NI	DW	TE
16. Was responsive to verbal and nonverbal feedback from students	NA	NI	DW	TE
17. Treated students with respect	NA	NI	DW	TE
<b>EFFECTIVE COMMUNICATION</b>				
18. Was confident and enthusiastic	NA	NI	DW	TE
19. Made adequate eye contact with students	NA	NI	DW	TE
20. Used clear articulation and pronunciation	NA	NI	DW	TE
21. Avoided distracting mannerisms and language	NA	NI	DW	TE
22. Projected voice to be easily heard	NA	NI	DW	TE
23. Used appropriate pace of delivery	NA	NI	DW	TE
<b>USE OF MEDIA AND INSTRUCTIONAL MATERIALS</b>				
24. Used classroom technology proficiently	NA	NI	DW	TE
25. Used websites, video clips, and other visuals and audiovisuals effectively	NA	NI	DW	TE

Example A


Date of Conference before Classroom Visit \_\_\_\_\_

Date of Conference after Classroom Visit \_\_\_\_\_9/30/2024\_\_\_\_\_

Observer Signature \_\_\_\_\_\_\_\_\_\_

Observer Name (Print) \_\_\_\_\_Mandy Maguire\_\_\_\_\_

Observer Title \_\_\_\_\_Professor\_\_\_\_\_

Signature of instructor \_\_\_\_\_\_\_\_\_\_

At the closing conference, the observer should inquire about the instructor's availability to students outside of class time. If the instructor's availability is consider limited, the observer should share strategies that will increase availability to students.